AN ANALYSIS OF THE STUDENTS’ MOTIVATION AND READING COMPREHENSION
(A Study of SIBI Classes of English Education Department in IAIN Salatiga in the Academic Year 2015/2016)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

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2016
DECLARATION

In The Name of Allah,

Hereby the writer declares that this graduating paper is made by the writer herself, and it is not containing materials written and has been published by other people and other people's ideas except the information from the references. Likewise, the declaration is written by the writer to be understood.

Salatiga, October 3rd 2016

The Writer,

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ATTENTIVE COUNSELOR’S NOTE
Case: Hilmi Rahmanita’s Graduating Paper

Dear
The Rector of IAIN Salatiga

Assalamu’alaikum, wr.wb.

After reading and correcting Hilmi Rahmanita’s graduating paper entitled “An Analysis of the Students’ Motivation and Reading Comprehension (A Study of SIBI Classes of English Education Department in IAIN Salatiga in the Academic Year 2015/2016)”, I have decided and would like to propose that if it could be accepted by Teacher Training and Educational Faculty, I hope this graduating paper can be examined as soon as possible.

Wassalamu’alaikum, wr.wb.

Counselor

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A GRADUATING PAPER

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(A Study of SIBI Classes of English Education Department in IAIN Salatiga in the Academic Year 2015/2016)

Written by:

HILMI RAHMANITA

NIM: 113 12 116

Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on September 27th 2016, and hereby considered to complete the requirements for the degree of Sarjana Pendidikan (S.Pd) in English and Education.

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Salatiga, September 27th 2016
Dean of Teacher Training and Education Faculty

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MOTTO

“Don’t tell your Lord that I have a great problem, but tell your problem that I have a Great Lord”

Ali bin Abi Thalib
DEDICATION

This graduating paper is wholeheartedly dedicated to:

1. My beloved mother (Siti Kowiyah) and my beloved father (M. Jumadi),
   thank you very much for the trust, love, support and prayer that you
   always give for me.

2. My beloved sisters (Mbak Ikah, Ulin, Maya) and brother (Kang Zamah)
   who always support me.

3. Mr. Rifqi Aulia Erlangga, S.Fill, M.Hum who guides and motivates me to
   finish this paper.

4. All of my friends in IAIN Salatiga.
ACKNOWLEDGMENT

Bismillahirrahmanirrahim,

In the name of Allah, the most gracious and merciful, the kings of universe and space. Alhamdulillah by His guiding, the writer could complete this graduating paper as one of requirements to finish the study in the English Education Department of Teacher Training and Education Faculty IAIN Salatiga. This graduating paper would not have been completed without support, guidance and help from individual and institution. Therefore, I would like thanks to:

1. Dr. Rahmat Hariyadi, M.Pd. as the rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd. as the Dean of Teacher Training and Education Faculty of IAIN Salatiga.
3. Noor Malihah, S.Pd., M.Hum., Ph.D. as the Head of English Education Department of IAIN Salatiga.
4. Rifqi Aulia Erlangga, S.Fill., M.Hum. as a Counselor who has educated, supported, directed, motivated and give the writer advice, suggestion and recommendation for this graduating paper from beginning until the end. Thanks a lot Sir.
5. Hanung Triyoko, S.S., M.Hum., M.Ed. as the Chief of UPTPB (Language Service Unit) IAIN Salatiga for his helps and permission to give me a chance to conduct this research. Thanks a lot Sir.
6. All of lecturers of IAIN Salatiga who have bestowed their knowledge to me.

7. All of staffs of IAIN Salatiga who have helped the writer in processing administration.

8. My big family, thanks for their kindness, support and prayer.

9. All of the second semester’ students of English Education Department (in the academic year 2015/2016) who sincere to participate in this research.

10. All of my friends in IAIN Salatiga, Al–Riyadloh Islamic boarding school and BISMIKA.

11. All of person, who helped the writer to finish this graduating paper that the writer can not mention one by one, thanks all.

   Finally, this graduating paper is expected to be able to provide useful knowledge and information for readers.
ABSTRACT


This research was aimed to analyze the second semester of English Education Department students’ motivation joining SIBI class and reading comprehension competence level after they join SIBI class. The respondents were 40 students of English Education Department who followed SIBI class for two semesters in the academic year 2015/2016. This was a qualitative and quantitative research which used the concurrent embedded strategy as the model of the research. The qualitative method was the primary method here. The used of this strategy to better understanding a research problem by converging board numerical data from quantitative research and the detail of qualitative research. Questionnaire and test used as the technique to collect data. The questionnaire and the test were allotted in the same phase. After got the data, the writer analyzed the data using the mixed method data analysis approach by Creswell (2003). Based on the findings, the writer found 9 kinds of motivation which stated by students. There are: (1) they wanted to improve their English Skill by joining SIBI class; (2) they wanted to be a good and professional teacher trainee; (3) SIBI facilitates to comprehend other subject; (4) they want to go around the world; (5) using English in good and right way; (6) wanted to go to foreign country; (7) it because they are an IAIN Salatiga students, and their major is English Education Department; (8) nothing; (9) meeting an inspiring lecturer. The most frequent motivation stated by students was the first kind of motivation. It stated by 42.5% of students. Their reading comprehension level was bringing up into upper level. Then the students also showed that they had a good reading comprehension. It was proved by the result of the test. It was 60% of the students could answer the test perfectly. Although, there were 5% of students could not comprehend the passage well.

Keyword: Motivation, Reading Comprehension
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CHAPTER I

INTRODUCTION

A. Background of the Research

In this modern era, the global competition is very tight. Everybody could and should follow this current development. Likewise, the students have to show their skills, one of them is communication using international language. The international language as English, Japanese, Arabic, etc is commonly use in the international communication. So that students could be master these languages. As a quote from Rita Mae Brown, an American writer, activist, and feminist said that, “Language is the road map of a culture. It tells you where its people come from and where they are going”, this quote means that the language is the identity of everybody in this world. We can identify the people’s nation and culture from the language used. In short, when we want to explore or know more about everything in this world or some countries in this world, at least we have to know their languages.

Based on ethonologue.com statistic (2016), there are five languages that consistently rank as the top five languages spoken around the world. There are Chinese, Spanish, English, Arabic, and Hindi. Chinese is on the top place, because more than 1.3 billion people use
Chinese. Then, Spanish is on the second place. Spanish is the official language in the majority of countries across Central and South America. The third is English which is widely considered as the international language for business. The fourth place is Arabic. For Arabic, it is the official language for countries located in North Africa and the Middle East. The last is Hindi which is used in India.

The statistic cited that English and Arabic are included to the most popular languages. Almost of all people’s activity in this world use English as their first or second language. The students who are not speak English like to learn English as their second language. For Arabic, are also used officially by many countries. From this fact, many educational institutions strove to make their students master these two languages. For example IAIN Salatiga which has a program which lead the students to comprehend these international language, especially English and Arabic.

IAIN Salatiga (State Institute for Islamic Studies Salatiga) is one of Islamic Universities in Indonesia which located in Salatiga City. As cited on the www.iainsalatiga.ac.id, the official website of IAIN Salatiga, IAIN Salatiga has a good motto: “Membangun Spiritualitas, Intelektualitas, dan Profesionalisme”. It means that, the institution’s aim is to build the professional scholars who have a high intellectual and spiritual level. Consequently, the institution should provide a way or program to gain this aim. For the purpose of this aim, IAIN Salatiga provides a superior
program. One of the programs is *Studi Intensif Bahasa Inggris* (English Intensive Study). It is commonly known as SIBI.

SIBI is a program which is initiated by *Unit Pelaksana Teknis Pengembangan Bahasa* (Technical Implementation Unit of Language Development) of IAIN Salatiga for improving the learning and mastery of English for all the students. This program is needed not only for reading references but also as the “basic need” for competing in this global era.

This program is expected to help students to master and comprehend the international languages, especially English. Based on this purpose, the writer believes that this program is planned and held well. Moreover, the institution provides the competent lecturers in each subject, so then the students can take the advantages of this program.

Seeing this reality, the writer tries to set herself as the student. Then, it appears two questions, here these are: what are the students’ motivation joining SIBI class?; and how are the students’ reading competence after joining SIBI class?. So then to know about the answers of these questions, the writer conducted a research entitled “An Analysis of the Students’ Motivation and Reading Comprehension (A Study of SIBI Classes of English Education Department in IAIN Salatiga in the Academic Year 2015/2016)”
B. Limitation of the Research

This research was an analysis of the students’ motivation joining SIBI class in IAIN Salatiga, and also an analysis of their reading competence after they join it. It concerned to the students’ perspective about their experience during follow the class. The writer only focused on reading comprehension as one of the competence which had been mastered by the SIBI class’ participants. For getting the data, the writer gave a questionnaire to the students. Due to the SIBI class’ participant were all of the second semester’s students of IAIN Salatiga in the academic year 2015/2016 and the aim of the research dealing with the reading skills, the writer only took the second semester of English Education Department students as the population.

Then, the writer took 40 students of English Education Department as the sample of this research. These students represent 20% of the population. As cited by Arikunto, if the subject is less than 100 persons, it will better if the researcher takes all of the population. Then, if the subject is more than 100 persons, the researcher can takes 10-15% or 20-25%. It depends on the researcher’s ability (Arikunto, 1997:112). So the writer had chosen the middle one, 20% of the population as the sample of this research. It because of the writer should re-write and translate the respondents’ responses into English one by one. It needed a big effort, so the writer took the middle percentage.
C. **Problems of the Research**

Based on the background of the research above, the writer wanted to answer the following questions:

1. What are the students’ motivations joins SIBI class?
2. How are the students’ reading competences after joining SIBI class?

D. **Purpose of the Research**

Based on the problems of the research above, the purposes of this research are:

1. To know the students’ motivation joining SIBI class.
2. To know the students’ reading competence after joining SIBI class.

E. **Benefits of the Research**

This research was expected to provide some benefits in theoretically and practically. The benefits of the research are as follow:

1. **Theoretically**

   The results of this research can be used as the reference on language teaching, especially on SIBI class.

2. **Practically**

   a. The results of this research can be used as a feedback to improve SIBI class’ performance.

   b. The research was expected to stimulate the other researcher to conduct such kind of research in the future.
F. Definition of the Key Terms

There are some key terms in this research that should be define.

Here bellow the definitions:

1. Motivation

Motivation refers to reasons that underlie behavior that is characterized by willingness and volition (Lai, 2011:2). It can simple define as the person’s reason to do something.

2. Reading Comprehension

Reading is an active process that depends on both an author’s ability to convey meaning using words and your ability to create meaning from them (Daiek, 2004:5). According to www.meriam-webster.com, comprehension is ability to understand. So then reading comprehension is the ability to convey, to understand, and to create the meaning from the words/ text.

3. SIBI Program

SIBI is one of the IAIN Salatiga's programs which lead the students to be a professional scholar. It was the improvement from Studi Intensif Bahasa Asing (Foreign Language Intensive Study) program. As cited on the background above, SIBA is a program which is initiated by Unit Pelaksana Teknis Pengembangan Bahasa (UPTPB) of IAIN Salatiga for improving the learning and mastery of Arabic and English for all the students. Based on the file which is got by the writer from Mr. Hanung Triyoko, S.S., M.Hum., M.Ed. as the Chief of
UPTPB at May 5th 2016, firstly, SIBA is initiated for improving the learning and mastery of Arabic for all students, so it is called *Studi Intensif Bahasa Arab* (Arabic Intensive Study).

In fact, the students need to read references written in English and Arabic, but the students’ mastery of foreign language is still in low level. So that, UPTPB held SIBA for all first and second semester students in IAIN Salatiga. This program has been conducted since 1998-1999. In the year 2004 in the meeting held in Bandungan, it recommended conducting Intensive Study for English to be part of this program. So then in the academic year of 2006-2007 this program started, and it is common called as *Studi Intensif Bahasa Inggris* (English Intensive Study).

**G. Review of the Previous Research**

The writer adapted some researches which related to this research’s topic. The first, Shaaban and Ghaith (2000) conducted a research about students’ motivation to learn English as a foreign language. They explored about the determination of students’ motivation to acquire a foreign language; the differences between male and female students’ motivation to learn EFL; the differences of motivation among students with different level of proficiency; the differences motivation to learn English among students who speak French as L1 and English as L1; and the last is the differences of motivation among students in various majors at the university to learn English.
They concluded that the integrative motivation, effort, valence, expectancy and self-estimation of ability were internally related determinants of motivation for learning EFL. The female students were more motivated than the male students. Then, level 11 proficiency students were more motivated than were level III students. However the findings did not show a significant effect on motivation related to either students’ first foreign language or university major.

The second was Sagirli (2015) who conducted an analysis of fifth grade students’ reading comprehension levels, who learned to read and write with sentence method. This research aimed to determine the reading comprehension level of fifth grade students who learned to read and write with the sentence method. They concluded that students who learned first reading and writing with sentence method are successful in terms of reading comprehension.

Considering these two research, the writer would analyze the similar topic. In this case, the writer conduct a research about the students’ motivation joining SIBI class and their reading competence after join SIBI class in IAIN Salatiga. The aim of this research is to know the students’ motivation joining SIBI class and also the students’ comprehension level after they join SIBI class.
H. Graduating Paper Outline

This paper consisted of five chapters. Chapter I was an introduction which contains background of the research, limitation of the research, problems of the research, purpose of the research, benefits of the research, definition of the key terms, review of the previous research and outline of the research.

Chapter II was the review of related literature. In this chapter, the writer discussed about the definition of motivation, SIBI Program, and also about reading comprehension.

Chapter III was the methodology. In this chapter, the writer discussed about previous research, methods, setting, object, the research instrument and the data analysis of the research.

Chapter IV was research finding and discussion. In this chapter, the writer discussed about the findings and its’ discussion of the research.

Chapter V was closure. In this chapter, the writer discussed about closure of the research and suggestion. The last part, the writer cited the references and the appendices.
CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Previous Research

To conduct this research, the writer used some other researches which have the similar topic as the references. Two of them will be described below:

Firstly, Shabaan and Ghaith (2000) conducted a research about students’ motivation to learn English as a foreign language. They analyzed five problems: the determination of students’ motivation to acquire a foreign language; the differences between male and female students’ motivation to learn EFL; the differences of motivation among students with different level of proficiency; the differences motivation to learn English among students who speak French as L1 and English as L1; and the last is the differences of motivation among students in various majors at the university to learn English.

The findings of the research showed that the integrative motivation, effort, valence, expectancy and self-estimation of ability were internally related determinants of motivation for learning EFL. The female students were more motivated than the male students. Then, level 11 proficiency students were more motivated than were level III students.
However the findings did not show a significant effect on motivation related to either students’ first foreign language or university major.

Secondly, Sagirli (2015) conducted a research about reading comprehension level. This was an analysis of reading comprehension levels of fifth grade students’, who learned to read and write with sentence method. The aim of this research was to determine the reading comprehension level of fifth grade students who learned to read and write with the sentence method. The findings showed that students who learned first reading and writing with sentence method are successful in terms of reading comprehension.

Similar with the first and the second previous researches, in this research the writer also concerned to the students’ motivation and their reading comprehension competence. The writer analyzed the students’ motivation joining SIBI class and their reading comprehension competence after they join SIBI class in IAIN Salatiga. The difference was in the used of method. In this research the writer used concurrent embedded strategy mixing method.

B. Definition of Motivation

Motivation can simple define as the person’s reason to do something. Motivation refers to reasons that underlie behavior that is characterized by willingness and volition (Lai, 2011:2). There are many kinds of the motivations’ definition. However, there are three main aspects in motivation: need, encouragement and objective (Siagian, 2004:142).
1. Need

Need is the first aspect of motivation. It appears when there is a lack from the human self or when there is disequilibrium in their ownership. For example, when someone feels hungry, it will appear a need to omit this hungry. While, when he already ate, the desire to eat is not being a need.

2. Encouragement

The effort to fulfill the “need” appears an encouragement. It means that encouragement is the effort to fulfill the lack. It is oriented to the act to fulfill the human need.

3. Objective

In this case, objective is all of things which can be used to fulfill the need and decrease encouragement. It other words, to gain the objective as same as bring the human’s balance back.

In the term language learning, motivation refers to the effort that learners put into learning an L2 as a result of their need or desire to learn it (Ellis, 2012:309). It has been widely accepted by both teachers and researchers that motivation is one of the key factors that influence the rate and success of second/foreign language learning (Dornyei, 1998:117). Based on the explanation above, the writer analyzed the students’ motivation to join SIBI class.
C. Definition of SIBI Program

SIBI is the acronym of *Studi Intensif Bahasa Inggris* (English Intensive Study). This is one of the superior services in IAIN Salatiga. This program is the elaboration from *Studi Intensif Bahasa Asing* (Arabic Intensive Study) program. Both SIBI and SIBA are the IAIN Salatiga’s programs which lead the students to be a professional scholar. These programs are not instantly born. They were stepping some times to become a superior program.

The history of SIBI and SIBA program is starting from the formation of Unit *Pelaksana Teknis Pengembangan Bahasa* (Language Service Unit). UPTPB was born in 1998 managed by Prof. Dr. H. Budiharjo, M.Ag. This unit organized Arabic classrooms which were scheduled from Monday to Saturday. It started from 08.00 to 12.00 in the regular classrooms’ schedule at 08.40 – 10.20 and 10.20 – 12.00. The classification for Arabic classrooms was then proposed in 1999. By the time this program was developing.

SIBI and SIBA are the programs which are initiated by UPTPB of IAIN Salatiga for improving the learning and mastery of English and Arabic for all the students. For a confirmation, SIBA is an acronym from Foreign Language Intensive Study, but in common, SIBA is used as the acronym of Arabic Intensive Study. This a short history is based on the file which is got by the writer from Mr. Hanung Triyoko, S.S., M.Hum., M.Ed. as the Chief of UPTPB at May 5th 2016. As the students of an Islamic
University, the IAIN Salatiga students should be master Arabic for their study. They have to learn the Arabic literatures. In contrast, not all the students master the Arabic language so then UPTPB initiated to make a program for improving the learning and mastery of Arabic for all students. This program is called *Studi Intensif Bahasa Arab* (Arabic Intensive Study).

In fact, the students not only need to read references written in Arabic, but also they need to read references written in English, but their mastery of foreign language is still in low level. This fact leads UPTPB held SIBA for all first and second semester students in IAIN Salatiga. This program has been conducted since 1998-1999. In the meeting held in Bandungan in the year 2004, it recommended conducting Intensive Study for English to be part of this program. So then in the academic year of 2006-2007 this program started, and it is scheduled on Thursdays. Now, it is common called as *Studi Intensif Bahasa Inggris* (English Intensive Study).

By the time SIBI is developing and getting some improvements. It gets changes in every academic year. In the academic year 2015/2016, there are 55 classes of SIBI Program. It consists of 30 classes for FTIK; 12 classes for FEBI; 3 classes for Dakwah; 6 classes for Syariah; and 4 classes for Fuadah. In the Teacher Training and Education Faculty (FTIK), there are 6 SIBI classes for TBI students. It is about 35 students for each class. SIBI for TBI is conducted in every Wednesday for two hours. It still
used Fundamentals of English Grammar by Azar and Improving Reading Skill in English by Team of Five as the handbooks. Usually, the lecturer adds some other material from another resource.

D. Definition of Reading Comprehension

English has four important skills that used to master by the students. There are listening, reading, speaking and reading. In this research, the writer concerned to the reading skills as the basic skill for the students. Here bellow the explanation:

1. Reading

Reading is to apprehend the meaning of, as something written or printed (Grolier II, 1974:796). In the academic area, reading is the important skill for students. It helps students to encourage their knowledge from the printed media. Reading skills should be mastered by English language students as their duty and their need. The reasons are: first, reading assist students to be able to read texts in English for study; second, reading is useful for other purpose such as provide good models for English writing; and the third, reading provide opportunities to study language such as vocabulary, grammar, punctuation, the way to construct sentences, paragraphs, and also texts (Harmer, 2001:68).

Reading is an act of meaning making (Kucer, 2005:127). It means that the students could get and understand the meaning of the printed texts by use this act. In other hand, the students could not
suddenly get the meaning of the texts. It depends on their capacities and abilities. So then it forms such a kind of a stratification of readers. Each group of stratification would grow step by step as succeed and skilled readers by mastering the fundamental competencies. There are three fundamental competencies of reading in the contemporary parlance as decoding, comprehension, and response (Sadoski, 2004:59).

a. Decoding

Generally, decoding implies understanding. In the light of reading, decoding means converting printed language to spoken language whether it understood or not, and whether it is converted to overt, oral speech or to covert, inner speech (Sadoski, 2004:59). In the term simply, decoding is to pronounce the printed words or it can called as saying something. The reader should not know the mean of the word. For example the printed alphabet “cococococo”, the reader could pronounce the sounds of this printed form, but it is not mean able.

b. Comprehension

As cited above, decoding is to pronounce the printed words or saying something whereas comprehension is to understand something or getting the meaning. Comprehension is the reconstruction of the author’s message - the author construct a message and encodes it in printed language, and the reader decodes
the printed language then reconstructs and message (Sadoski, 2004:67). It means that comprehension is a competency which requires the readers not only read the sentences but also knowing and understand the meaning of the sentences implicitly and explicitly. There are three level of comprehension: literal, inferential and evaluative level.

c. Response

The third fundamental competency of reading involves a personal reaction to what is read, the contemplation of the ideas and feelings evoked by the text, responding to the text both cognitively and affectively (Sadoski, 2004:71-72). It means that, response is a reading competency which requires the reader to give their comment or reaction about the meaning or the message in the sentences. The readers are stimulated to be more critics about something. So then the readers are not only become a consumer but also can be an initiator. There are three levels reading in the response competency: critical, applied and appreciative level.

The writer concerned to the second competencies: comprehension which will explain in the second sub.

2. Comprehension

Comprehension is the act of comprehending, including, or embracing; a comprising; inclusion; capacity of the mind to understand; power of the understanding to receive and contain ideas;
capacity of knowing (Grolier I, 1974:208). As cited in the previous point, comprehension in the reading context is the reconstruction of the author’s message - the author construct a message and encodes it in printed language, and the reader decodes the printed language then reconsructs and message (Sadoski, 2004:67). It other words, comprehension is the readers’ competency to know and understand the meaning of the written language implicitly and explicitly.

There are three level of comprehension (Sadoski, 2004:68-72):

a. **Literal level**

Literal comprehension deals only with the textually explicit, with what is directly stated (Sadoski, 2004:69). It means, the readers in this level understanding the meaning of the words based on the words which are used in the sentence.

b. **Inferential level**

This level also called as interpretive level. This inferential level is the level of comprehending what is implied but not explicitly stated (Sadoski, 2004:69). The readers in this level can take a conclusion from one or more sentences. For example: if A=B and B=C so we can conclude that A=C.

c. **Evaluative level**

It also called as response competency. This level is involves a personal reaction to what is read, the contemplation of the ideas and feelings evoked by the text, responding to the text both
cognitively and affectively (Sadoski, 2004:71-72). This readers in this level not only read and getting the meaning from the sentences, but also giving a reaction from the meaning imply in the sentences. The readers are rehearsed to think more about the meaning of the sentences. For example: In this modern era, there are many children who addicted the online game. From the sentence above, the readers should answer the question: “What does it mean to me?”

3. **Reading Comprehension**

In the previous point, there are some definitions of reading and comprehension. The writer also found another definition of reading and comprehension. Reading is an active process that depends on both an author’s ability to convey meaning using words and your ability to create meaning from them (Daiek, 2004:5). According to www.meriam-webster.com, comprehension is ability to understand. So in a simple way, reading comprehension is the ability to convey, to understand, and to create the meaning from the words/ text. There also 3 levels in the reading comprehension: literal, inferential and evaluative level.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

Research method is the way which is taken by the researcher to answer the research questions (Sarosa, 2012:36). There are many of methods used by researchers. Each researcher can and has their own choice of method to solve their research problems. The researcher also can compound two or more methods in their research, but the researcher only can choose an approach (Prasetyo, 2005:26).

In this research, the writer used both qualitative and quantitative method. It also known as mixed methods research. A mixed methods research design is a procedure for collecting, analyzing, and mixing both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Creswell, 2012:535). The writer chooses this mixed method to better understanding the phenomenon which rises in the research. It because of this research appears two kinds of data, qualitative and quantitative data. In other words this method helps the writer to solve the research problem.
There are six types of mixed methods strategies (Creswell, 2009:239):

1. **Sequential Explanatory Strategy**

   This strategy characterized by the collection and analysis of quantitative data in the first phase of research, followed by the collection and analysis of qualitative data in the second phase that builds on the results of the initial quantitative results. This strategy is used to explain and interpret quantitative results by using qualitative data. The weight is sold on the quantitative data.

2. **Sequential Exploratory Strategy**

   It is the opponent of the first strategy. In this model, the first phase is the collection and analysis of qualitative data followed by the second phase of quantitative data collection and analysis. This model is initially explores a phenomenon. The weight is sold on the first phase, qualitative data.

3. **Sequential Transformative Strategy**

   This model has two distinct data collection phase, one following the other as in the first two strategies above. In this model, the researcher may use either method in the first phase of research, and the weight can be given to either or distributed evenly to both phases. The purpose of this model is to best serve the theoretical perspective of the researcher.
4. Concurrent Triangulation Strategy

In this model, the researcher collects both quantitative and qualitative data concurrently, compares the two databases to determine if there is convergence, differences, or some combination. It is an advantageous model of mixed method because it is familiar to most researchers and can result in well-validated and substantiated findings.

5. Concurrent Embedded Strategy

In this model, the researcher collects the quantitative and qualitative data in the same phase. It has a primary method that guides the project and a secondary database that provides a supporting role in the procedures.

6. Concurrent Transformative Strategy

This model is guided by the researcher’s use of specific theoretical perspective as well as the concurrent collection of both quantitative and qualitative data. The perspective is reflected in the purpose or research questions of the study.

Speaking about these six strategies above, the writer chooses the fifth strategies, Concurrent Embedded Strategy. Concurrent Embedded Strategy can be identified by its use of one data collection phase. This model also has a primary method (Creswell, 2009:214). The result of both data integrates the information. In this research, the writer used qualitative method as the primary method. Based on Morse (1991) as cited by
Creswell (2009), a primary qualitative design could embed some quantitative data to enrich the description of the sample participants (Creswell, 2009:215). The writer chosen this strategy based on some reasons. Beside because of the research appear two kinds of data, the used of Concurrent Embedded Strategy also provide a comprehensive analysis of the research problem. Moreover, the writer nets one form of data within another, larger data collection procedure in order to analyze different questions or levels of units in an organization (Creswell, 2009:16). The concurrent embedded strategy could draw in the figure 3.1.

Figure 3.1 Concurrent Embedded Designs
Adapted from Creswell (2009)

The writer used the second figure (right side) which draws qualitative method as the primary method. Here below the explanation (Creswell, 2009:210):

1) The capitalization indicates a weight or priority on the quantitative or qualitative data, analysis, and interpretation in the research.

2) “quan”/ QUAL notation indicates that quantitative methods are embedded within qualitative design.

3) Boxes highlight the quantitative and qualitative data collection and analysis.
B. Setting of the Research

The research was conducted in the 3rd campus of IAIN Salatiga which located on Jalan Lingkar Salatiga km.2. The research was conducted on July 1st 2016 until September 13th 2016.

C. The Subject and Objet of the Research

The subject of the research was the second semester students of English Education Department IAIN Salatiga in the academic year 2015-2016. There were 40 students which represents the 20% of the population. As cited by Arikunto, if the subject is more than 100 persons, the researcher can takes 10-15% or 20-25% (Arikunto, 1997:112). The writer took the 20% of the population as the sample of the research. It depended to the writer’s ability to analyze the qualitative data. It was about 40 persons. They consist of 6 males and 34 females.

The object of the research was the respondents’ responses in the questionnaire.

D. Profile of the Respondents

The second semester students of English Education Department in IAIN Salatiga should take several subjects as determined by the institution. One of the subjects was SIBI, which should be taken in the first and the second semester. In the academic year 2015-2016, there were 6 classes of SIBI which were taken by the second semester of English Education Department students. Each class had its own lecturer. The aim of this research was not to value the lecturer’s performance or the SIBI
materials, but this was to evaluate the process of the SIBI Program itself. This research was to show the students’ perspective about SIBI without any special requirements, so then the writer decided to take the sample randomly. The list of the respondent names could be seen in the following table.

<table>
<thead>
<tr>
<th>Student Number</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Al Aqni</td>
</tr>
<tr>
<td>002</td>
<td>Yesi Uyun</td>
</tr>
<tr>
<td>003</td>
<td>Eka Fitrianingrum</td>
</tr>
<tr>
<td>004</td>
<td>Laili</td>
</tr>
<tr>
<td>005</td>
<td>Nuraini</td>
</tr>
<tr>
<td>006</td>
<td>Lia Kusuma Wardani</td>
</tr>
<tr>
<td>007</td>
<td>Umi Rofiatul M</td>
</tr>
<tr>
<td>008</td>
<td>Istikomah Lestari</td>
</tr>
<tr>
<td>009</td>
<td>Laili Qurbatul Maula</td>
</tr>
<tr>
<td>010</td>
<td>Devi Nurul A</td>
</tr>
<tr>
<td>011</td>
<td>Miftakhul Jannah</td>
</tr>
<tr>
<td>012</td>
<td>Muhammad Lutfil Khakim</td>
</tr>
<tr>
<td>013</td>
<td>Fitria Sri H</td>
</tr>
<tr>
<td>014</td>
<td>Dina Septi N</td>
</tr>
<tr>
<td>015</td>
<td>Nur Hidayah</td>
</tr>
<tr>
<td>016</td>
<td>Diah Hidayanti</td>
</tr>
<tr>
<td>017</td>
<td>Galuh Raka Siwi</td>
</tr>
<tr>
<td>018</td>
<td>Marlita Dwidadari</td>
</tr>
<tr>
<td>019</td>
<td>Dwi Anggraeni</td>
</tr>
<tr>
<td>020</td>
<td>Dista Ichtiarti</td>
</tr>
<tr>
<td>021</td>
<td>Zulia Fitroh</td>
</tr>
<tr>
<td>022</td>
<td>Suci Nur Anisa</td>
</tr>
<tr>
<td>023</td>
<td>Tasya Noor M</td>
</tr>
<tr>
<td>024</td>
<td>Riza Yusuf</td>
</tr>
</tbody>
</table>
Table 3.1 List of Respondent Names

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>025</td>
<td>Muhammad Yusuf</td>
</tr>
<tr>
<td>026</td>
<td>Nailul Muna</td>
</tr>
<tr>
<td>027</td>
<td>Annisyatus Saadah</td>
</tr>
<tr>
<td>028</td>
<td>No name</td>
</tr>
<tr>
<td>029</td>
<td>Nurul Hikmah</td>
</tr>
<tr>
<td>030</td>
<td>Atmasari</td>
</tr>
<tr>
<td>031</td>
<td>Ayu Suryanensy</td>
</tr>
<tr>
<td>032</td>
<td>Ari Lestari</td>
</tr>
<tr>
<td>033</td>
<td>Anisha Nur Fatihah</td>
</tr>
<tr>
<td>034</td>
<td>Wahyu Oktaviana</td>
</tr>
<tr>
<td>035</td>
<td>No name</td>
</tr>
<tr>
<td>036</td>
<td>No name</td>
</tr>
<tr>
<td>037</td>
<td>Vika Mitasari</td>
</tr>
<tr>
<td>038</td>
<td>No name</td>
</tr>
<tr>
<td>039</td>
<td>Istianah</td>
</tr>
<tr>
<td>040</td>
<td>Rizka Alfi Nur Aini</td>
</tr>
</tbody>
</table>

E. Data Source

Data source in the research is the subject where the data can be obtained (Arikunto, 1997:107). The writer used questionnaire as the research tool to gain the data from the respondents. So that, the data sources of this research were the respondents (the second semester students of English Education Department IAIN Salatiga in the academic year 2015/2016).
There are two types of data, primary and secondary. Primary data is the data which is gained from the subject of research by using a research tool. Usually, it is gained from direct observation. Secondary data is the data which is not directly gained from the subject of research. Usually it is in a documentation or report form (Azwar, 1998:91). The data that be used in this research is also called Primary data, because the writer used data from the respondents’ responses in the questioner.

**F. Technique of Data Collection**

Data is the main core in the research. Data will be processed in current way then the researchers can solve the research problems. There are some methods to get the data. In the book “Research Method in Education”, Cohen stated that there are seven methods to collect data. There are: questionnaires, interviews, accounts, observations, tests, personal constructs, and role-playing (Cohen, 2007:336). On the other hand, Arikunto in the book “Prosedur Penelitian” stated that there are five methods to collect the data. There are: tests, questionnaires, interviews, observations, and documentations (Arikunto, 1997:127).

In this research, the writer used three methods to collect the data. The first and second were questionnaire and test method as the main method to collect the data from the subject of the research – respondents and the third was documentation method to collect the data from literature, website, files, etc to support the information. For the detail information
about these three methods, the writer summarized from some books as follow.

1. **Questionnaire Method**

   Questionnaire is an amount of questions which is used to get information from respondents (Arikunto, 1997:128). The used of questionnaire have two main purposes: to gain the information which is relevant with the research purpose; and to gain the reliable and the high validity information (Singarimbun, 1995:175). In this research, the writer collected the data using questionnaire method. By using questionnaire method, the writer got the pure and reliable data from the respondent, because the questionnaire method is based on self-report (Hadi, 1980:157). Moreover, by using questionnaire method, the writer and the respondents had the same interpretation about the problems. It because of the writer also gave some instructions and samples in each question.

   There are two types form of questionnaire, direct and indirect form. The detail information as follow:

   a. **Indirect Form**

      Indirect form requires the respondents to tell about the others’ conditions to answer the list questions.

   b. **Direct Form**

      Direct form is the questionnaire which requires the respondents to answer the list of questions by their own experience
or conditions (Hadi, 1980:158). In this research the writer used
direct questionnaire form, because the writer needed the
information based on the respondents’ experiences.

Furthermore, as cited by Hadi, there are two types of
questionnaire based on the items which construct the questionnaire,
fill-in and multiple-choice (Hadi, 1989:159-161). For more detail
information as follow:

a. Fill-in types

This questionnaire gives respondents to answer the
questions freely. This type of questionnaire is divided into two
groups, open and close form. In the open form questionnaire, the
respondents can answer the questions freely. In other hand, in the
closed form questionnaire, the respondents are asked to give some
answers which appropriate with the questions. It means, there is a
limitation of answer in the closed form questionnaire.

b. Multiple-choice types

In this type of questionnaire, the respondents are asked to
choose the best answer from some available answers. Usually, this
type of questionnaire is more interesting for the respondents,
because it abridge the time and answer. It can be in the force
choice form and multiple choice forms. The force choice form
gives only two alternative answers, “yes” “no”; “agree” “disagree”,

29
etc. In other hand, the multiple choice form gives more than two alternative answers, “yes” “no idea” “no”, etc.

Beside these two types from Hadi, Arikunto also added two other types of questionnaires, here bellow the explanation (Arikunto, 1997:129):

a. **Check list**

   It is a kind of questionnaire types which requires the respondents to give a check mark (v) in the appropriate coulomb. Usually, it is served in the table.

b. **Rating scale**

   In this questionnaire type, usually a question is followed by a number of coulombs which show amount of scale. Start from agree to disagree (Arikunto, 1997:129).

   In the light of the way to answer the questions, there are two types of questionnaire (Arikunto, 1997:128):

a. **Open**

   It gives the respondent a chance to answer the questions by their own words.

b. **Closed**

   In this type of questionnaire, the answer is already served so then the respondents only require electing the answers.

   As same as the explanation above, the writer used a direct form of open fill-in type questionnaire. It was divided into two parts. The
first part was in open-ended question form. The used of open-ended question was adapted from Hunter’s survey research. Hunter conducted five open-ended questions in her survey research to better understanding and complete analysis of the quantitative survey data (Hunter, 2006:1). The second part of the questionnaire was in the multiple-choice types.

The questionnaire was directly allotted to the students of SIBI Program Class. Then the writer gave a view times for the students to write their answer on the questionnaire.

2. Test Method

The writer also used test method to collect data. Test is a bound of questions or exercise which is used to appraise individual or a group’s skill, intelligent, ability, or talent (Arikunto, 1997:127). There are five types of language tests (Brown, 2003:43-48):

a. Language Aptitude Test

This test is designed to measure capacity or general ability to learn a foreign language and ultimate success in that undertaking.

b. Language Proficiency Test

This type aimed to test global competence in a language. It is not limited to any one course, curriculum, or single skill in the language, it tests overall ability. Nowadays, the common proficiency test is TOEFL.
c. Placement Test

This type is aimed to place a student into a particular level or section of a language curriculum or school.

d. Diagnostic Test

This type is designed to diagnose specific aspects of a language. For example a test of pronunciation, might diagnose the phonological features of English.

e. Achievement Test

This test is related directly to classroom lessons, unit, or even a total curriculum. Achievement test is often summative because it is conducted in the end of unit or study. It is used to know the students’ quality of their performances in a course.

In this research, the writer used an achievement test to measure the students’ reading comprehension competence after join SIBI class. Then, the writer used impromptu reading plus comprehension question to measure it. The students were given the test in the same phase with the questionnaire. “Read a passage and answer some questions” was the technique which used in this test. It was consisted of five multiple-choice questions which were begun with a short passage.
3. **Documentation Method**

Documentation method is a collecting method which uses notes, transcripts, books, magazines, newspapers, ancient inscriptions, a meeting notilen, agenda, legends, etc. This method included in “an easy collecting data method”, because when there is a mistake in the collecting data, the data source is available, permanent and not changed (Arikunto, 1997:206).

In this research, the writer used some books, e-book, soft-files, the respondents’ respond in the questionnaire, notes, journals, etc, to collect the data. The primary data was adapted from the respondents’ respond in the questionnaire. This data was used to answer the research problems. Then data such as theories, history, and the other references was adapted from printed or unprinted books and files.

**G. Instrument of Data Collection**

In this research, the instruments to gain the data were the questions in the questionnaire and test. To make these questions, the writer adapted to some theories below:

<table>
<thead>
<tr>
<th>No</th>
<th>Theory</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In general terms, motivation refers to the effort that learners put into learning an L2 as a result of their need or desire to learn it (Ellis, 2012:319). Learners were seen to have different needs and interest, which would have an important influence on the effectiveness of their learning (Hutchinson, 1987:8)</td>
<td>What are the students’ motivations joining SIBI class?</td>
</tr>
<tr>
<td>2</td>
<td>In the case of second languages, however there is variation in proficiency ranging</td>
<td>In what level is your reading comprehension</td>
</tr>
</tbody>
</table>
from no knowledge at all to native-like ability (Spolsky, 1969:404).

before joining SIBI class? In what level is your reading comprehension after joining SIBI class?

In the university level, the majority of academic textbooks were in English. Thus, if Malay-medium University students were to be able to go beyond the information that they were given in Malay by their lecturer and tutors, they would need a competence in reading English which was akin to that of educated native reader of English (Chitravelu, 1980:5).

<table>
<thead>
<tr>
<th>Table 3.2 the List of Instruments’ Theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

For the reading comprehension test, the writer adapted a short passage and its comprehension exercise from the SIBI textbook by Team of Five (2000:93).

H. Technique of Data Analysis

As the previous explanation, this research used questionnaire and test to collect the data. It produced two types of data, qualitative and quantitative. Consequently, the writer compound two types of data analysis, qualitative and quantitative data analysis. The processes of analyzing the two-type data can be called as quantitizing and qualitizing. These two terms were according to Tashakkori and Teddlie as cited by Driscoll: The term quantitizing has been coined to describe the process of transforming coded qualitative data into quantitative data and qualitizing to describe the process of converting quantitative data to qualitative data (Driscoll, 2007:20).
The writer used the Creswell model of mixed data analysis. Data analysis in mixed method relates to the types of strategy chosen for the procedures (Creswell, 2009:218). As cited in the previous sub, in this research the writer used Concurrent Embedded Strategy for the procedure. This strategy had some approaches in the data analysis process. There are some popular mixed method data analysis approaches which are stated by Creswell (2009: 218). In this study the writer adapted three approaches, there are following:

1. Data Transformation

   In the concurrent embedded strategy, a researcher may quantify the qualitative data. This involves creating codes and themes qualitatively, then counting the number of times they occur in the text data (Creswell, 2009:218). In this research the writer analyzed the students’ answers for the questionnaire. After that, the data which already analyzed was grouped into the same type of answer. Then count the frequency of each answer.

2. Examine Multiple Levels

   In concurrent embedded model, conduct a survey at one level to gather quantitative results about a sample. At the same time, collect qualitative interviews to explore the phenomenon with specific individuals in the families (Creswell, 2009:219).

   Different with the citation above, in this research the writer used qualitative method as the major method. So, when conduct the research,
the writer collected the qualitative data from the questionnaire. At the same time the writer also collected the quantitative data using test.

3. Create a Matrix

When comparing data in a concurrent type approach, combine information from both the quantitative and qualitative data collection into a matrix. ..... Information in the cells could be either quotes from the equal data, counts of the number of codes from the qualitative data, or some combination. In this way, the matrix would present an analysis of the combine qualitative and quantitative data (Creswell, 2009:219).

In this research, the writer also adapted this approach. The data which already examined are presented in a table which showed the quote from the qualitative data and the count of the number of codes from the quantitative data.
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the data and findings of the research. The data was collected from questionnaire and test which was allotted to the English Education Department students. The collecting data was done start from July 1st 2016 until September 13th 2016 in the 3rd campus of IAIN Salatiga. The data were the students’ responses from the questionnaire and the students’ answer to the comprehension test. The purposes of the research were to know the students’ motivation joining SIBI program class and also their reading comprehension competence after they join this class.

After collecting the qualitative - quantitative data using questionnaire and test in the same phase, the writer analyzed the students’ responses. After that, the data which already analyzed was grouped into the same type of answer. Then count the frequency of each answer. The last step was presenting the analyzed data into table. This table’s function was to show the quote from the qualitative data and the count of the number of codes from the quantitative data.

In this chapter, the writer showed the findings and discussion of the research based on the research problems. Firstly, the writer presented the students’ motivation joining SIBI class. Secondly, the writer presented the students’ reading comprehension level.
1. The Students’ Motivation

After collected and analyzed the data, the writer found 9 kinds of students’ motivation joining SIBI class. Here bellow the findings:

1) *Meningkatkan kemampuan bahasa Inggris* (To improve English skills).

   This reason was stated by 42.5% of students.

2) *Bisa menjadi calon guru bahasa Inggris yang berkualitas dan professional* (Want to be a good and professional teacher trainee).

   This reason was stated by 15% of students.

3) *Mempermudah dalam memahami mata kuliah lain* (Facilitate to comprehend other subjects).

   This reason was stated by 2.5% of students.

4) *Ingin berkeliling dunia* (Want to go through the world).

   This reason was stated by 2.5% of students.

5) *Menggunakan bahasa Inggris secara baik dan benar* (Using English in good and right way).

   This reason was stated by 7.5% of students.

6) *Ingin ke luar negeri* (Wanted to go to the foreign country).

   This reason was stated by 2.5% of students.

7) *Karena saya mahasiswa IAIN Salatiga dan jurusan TBI* (It because I am an IAIN Salatiga students and my major is TBI).

   This reason was stated by 20% of students.
8) **Nothing**

This reason was stated by 2.5% of students.

9) **Bertemu dengan dosen yang menginspirasi** (Meeting an inspiring lecturer).

This reason was stated by 5% of students.

Based on the description above, the writer showed these findings into a table 4.1 below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Q7. Apakah motivasi anda dalam mengikuti mata kuliah SIBI? (What is your motivation to join SIBI class?)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Meningkatkan kemampuan bahasa Inggris.</strong> (To improve English skills)</td>
<td>42.5</td>
</tr>
<tr>
<td>2</td>
<td><strong>Bisa menjadi calon guru bahasa Inggris yang berkualitas dan professional.</strong> (Want to be a good and professional teacher trainee)</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td><strong>Mempermudah dalam memahami mata kuliah lain.</strong> (Facilitate to comprehend other subjects)</td>
<td>2.5</td>
</tr>
<tr>
<td>4</td>
<td><strong>Ingin berkeliling dunia.</strong> (Want to go through the world)</td>
<td>2.5</td>
</tr>
<tr>
<td>5</td>
<td><strong>Menggunakan bahasa Inggris secara baik dan benar.</strong> (Using English in good and right way)</td>
<td>7.5</td>
</tr>
<tr>
<td>6</td>
<td><strong>Ingin ke luar negeri.</strong> (Wanted to go to the foreign country)</td>
<td>2.5</td>
</tr>
<tr>
<td>7</td>
<td><strong>Karena saya mahasiswa IAIN Salatiga dan jurusan TBI.</strong> (It because I am a IAIN Salatiga students and my major is TBI)</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td><strong>Nothing</strong></td>
<td>2.5</td>
</tr>
<tr>
<td>9</td>
<td><strong>Bertemu dengan dosen yang menginspirasi.</strong> (Meeting an inspiring lecturer)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

**Table 4.1 the Percentage of Students’ Motivation to Join SIBI Class**

From the findings above, there were nine kinds of the students’ motivation. Most of the students were motivated joining the SIBI class.
because they wanted to improve their English skills. This reason was stated by the 42.5% of students. 15% of students were motivated to be a good and professional teacher trainee by joined SIBI class. Each 2.5% of students stated that they wanted to go around the world; going to the foreign country and comprehend other subject by joined SIBI Program class. There also 7.5% of students who wanted to use English in a good and right way. Then 5% of students wanted to meet their inspirational lecturer. Only 2.5% of student who was not stated his motivation. 20% others told that they joined SIBI because of they were the English Education Department students.

2. The Students’ Reading Comprehension Competence

The second research question aimed to know the students’ reading competence. In this research, the writer concern to the reading comprehension competence. To answer this research question, the writer used two multiple-choice questions and a reading comprehension test. The findings showed that after they joined SIBI class, their reading comprehension level was bring up into upper level. This was based on their answer to the two multiple-choice questions which were asked students’ to choose one of three level of reading comprehension.

Before joining SIBI class, 70% of students stated that they were in the literal level. It means that they comprehend the meaning of the text purely based on the word were stated in the text. After joining SIBI class,
57.5% of students stated that they were in the inferential level. It means that there was an increasing 35%. Before joining SIBI class there was 22.5% of students who stated that they were in the inferential level. Then there was also an increasing 30% in the evaluative level. 7.5% of students stated that they were in the evaluative level before joining SIBI class, after joining SIBI class there were 37.5% of students who stated the same opinion. These findings showed that there was an increasing of reading comprehension competence after they join SIBI class. For more detail information see table 4.2.

After joining SIBI class, the students also showed that they had a good reading comprehension. It was proved by the result of the test. It was 60% of the students could answer the test perfectly. It means that more than a half of students comprehend the passage in the test well. Although, there were 5% of students who could not comprehend the passage well. This 5% of students had 3 false answers from the five total questions. 22.5% of students had four right answers and the last 12.5% of students had three right answers. For more detail information see table 4.3.
To easier reading the findings, the writer showed these findings into a table 4.2.

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Literal (%)</th>
<th>Inferential (%)</th>
<th>Evaluative (%)</th>
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</thead>
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<td>1</td>
<td>Q.2. Sebelum mengikuti mata kuliah SIBI pada level apakah kemampuan reading anda? (Before join the SIBI class, in what level is your reading comprehension?)</td>
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<td>Q.3. Setelah mengikuti mata kuliah SIBI pada level apakah kemampuan reading anda sekarang? (After join the SIBI class, in what level is your reading comprehension?)</td>
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Table 4.2 the Students’ Choice of Their Comprehension Level

Before join SIBI class here below the students’ choice of reading comprehension level:

1) Literal level, it is elected by 70% of students.

2) Inferential level, it is elected by 22.5% of students.

3) Evaluative level, it is elected by 7.5% of students.

After join SIBI class here below the students’ choice of reading comprehension level:

1) Literal level, it is elected by 5% of students.

2) Inferential level, it is elected by 57.5% of students.

3) Evaluative level, it is elected by 37.5% of students.
Here table 4.3 below was the result of the students’ answer for the test. The test was consisted of a short passage which followed by five multiple choice questions. This test’s aim was to know the students’ comprehensions about the passage.

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Table 4.3 Result of Students’ Answer to the Comprehension Test

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</table>

From the findings above, there are four kind’s forms of answers:

1) Perfect answer was done by 60% of students.

2) One wrong answer was done by 22.5% of students.

3) Two wrong answers were done by 12.5% of students.

4) Three wrong answers were done by 5% of students.
CHAPTER V

CLOSURE

In this chapter the writer would like to conclude and gave suggestions. These were used to clarify the objectives of this research.

A. Conclusion

Based on the findings, the writer concluded that:

Firstly, there were 9 students’ motivations joining SIBI class which is described below:

1. To improve English skills.
2. Want to be a good and professional teacher trainee.
3. Facilitate to comprehend other subjects.
4. Want to go through the world.
5. Using English in good and right way.
6. Wanted to go to the foreign country.
7. It because I am an IAIN Salatiga students and my major is English Education Department.
8. Nothing
9. Meeting an inspiriting lecturer.

From these nine motivations, the most frequent appear is the first motivation. This was reported by 42.5% of students.
Secondly, the findings showed that after they joined SIBI class, their reading comprehension level was bring up into upper level. Then the students also showed that they had a good reading comprehension. It was proved by the result of the test. It was 60% of the students could answer the test perfectly. Although, there were 5% of students could not comprehend the passage well.

B. Suggestion

Based on this research, the writer want to give some suggestions for:

1. The Institute and SIBI Lecturer

   This research can be a reference to improve the SIBI Program performance. It would be better if the lecturer have a kindness to give a forum in his SIBI class to sharing with the students to talking about the students’ difficulty and want. So, the lecturer could accompany and guide the students to solve their problem and improve their ability to get their want.

2. The Next Researcher

   This research also can be a reference for the other researchers who have the same topic. In this research, the writer used Concurrent Embedded Strategy of mixed method by Creswell. The procedure that used in this research was not perfectly as describe by Creswell. The procedure used in this research was sold on the qualitative method. The writer suggested to used the procedure as same as the expert’s description.
The writer only concern on the one of the respondents’ reading competence – reading comprehension. The writer suggested exploring more than reading comprehension, because there still many kinds of skills which were learned in English especially in the SIBI Program and it still unexplored.

Then, in this research the writer only took a little sample in the one major (English Education Department). The writer suggested expanding the object of the research. So the students’ English ability in all majors could be known and improved.

In short, SIBI will be the best program to improve the students’ skill
REFERENCES


Driscoll, David L, et all.2007. Merging Qualitative and Quantitative Data in Mixed Methods Research: How to and Why not. *Ecological and Environmental Anthropology (University of Georgia)*. Paper 18


Team of Five. 2006. *Improving Reading Skill in English for University Student-Workbook Two*. Jakarta: Prenanda.

Van, Tran Thi Thanh. 2008. *Language Program Evaluation: Quantitative or Qualitative Approach?.Department of English -American Language and*
Culture, College of Foreign Languages, Vietnam National University, Hanoi, Pham Van Dong Street, Cau Giay, Hanoi, Vietnam.
APPENDIX
The Process of Allotting Questionnaire and Test
PROFILE OF LANGUAGE SERVICE UNIT
STAIN Salatiga

History

Language Service Unit of STAIN (State Institute of Islamic Religion) Salatiga was firstly initiated from the need for improving the learning and mastery of Arabic language for all the academicians. Language Service Unit of STAIN Salatiga was born in 1998 managed by Prof. Dr. H. Budiharjo, M.Ag. It organized Arabic classrooms which were scheduled from Monday to Saturday. It started from 08.00 to 12.00 in the regular classrooms’ schedule at 08.40 – 10.20 and 10.20 – 12.00. The classification for Arabic classrooms was then proposed in 1999.

The improvement of foreign language teaching for the students in STAIN Salatiga becomes the obligatory subjects because it is a need for students to read references written in English or Arabic as Islamic Higher Education students’ mastery of those foreign languages are still low.

One of the follow up step from the language program evaluation was an effort to implement foreign language intensive study for all first year undergraduate students in STAIN Salatiga. Foreign Language Intensive Study has been conducted since 1998-1999, and it is now in the 18th terms. It is not easy matters to conserve this program due to not only the huge financial supports needed but also the manpower who are willing to spend their time in this program as well.

In the year 2004 in the meeting held in Bandungan recommended to conduct Intensive Study for English to be part of the program run by language service unit STAIN Salatiga which then in the academic year of 2006-2007 it is scheduled on Thursdays.

Handbooks for Arabic classrooms are Al-‘Arabiyah Li Al-Nasyiin, Al-Amsilah Al Tashrifiyah, Mahmud Yunus Dictionary, and Muhadatsah. While handbooks used for English classrooms are Reading Comprehension and Grammar.
There are around 14 classrooms in this current semester. The number of students is about 30 students each class. The students are grouped by placement test and then are classified based on their rank of achievement.
A. Lengkapilah pernyataan – pernyataan di bawah ini sesuai dengan pengalaman yang anda alami!

1. Menurut saya, SIBI (Studi Intensif Bahasa Inggris) adalah.............
(Misalnya: Menurut saya, SIBI merupakan mata kuliah dasar bagi semua mahasiswa LAIN Seletiga, dalam pendekatan materi mengenai dasar-dasar Bahasa Inggris)

   SIBI menurut saya mata kuliah tambahan yang sangat tidak menuntut fokus dan dori beberapa dosen saya

2. Sebelum mengikuti mata kuliah SIBI, saya mengira SIBI adalah mata kuliah yang membahas tentang........
(Misalnya: Pada awalnya, saya mengira bahwa SIBI adalah mata kuliah yang membahas tentang sejarah Bahasa Inggris)

   berbicara saja, bicara saja masih kurang pon pada guna bahas vocab

3. Setelah mengikuti mata kuliah SIBI selama 2 semester, saya menjadi tahu bahwa SIBI adalah mata kuliah yang membahas tentang........
(Misalnya: Setelah saya mengikuti mata kuliah SIBI selama 2 semester, saya menjadi tahu bahwa mata kuliah SIBI adalah mata kuliah yang membahas tentang grammar dalam Bahasa Inggris)

   grammar, teknik menulis dan melalui berbicara dengan baik dan lancar

4. Materi - materi yang saya dapatkan selama mengikuti mata kuliah SIBI diantaranya adalah........
(Misalnya: Materi-materi yang saya dapatkan selama mengikuti mata kuliah SIBI diantaranya, grammar, reading comprehension; writing a short story; berbicara di depan kelas, game)

   grammar, writing, retelling of movie, watching movie
5. Saat saya mengikuti mata kuliah SIBI, saya paling suka pada bagian / sekmen......
(Misalnya: Retell, atau menceritakan kembali isi dari sebuah peristiwa yang telah dibahas dalam perkuliahan SIBI)

- reading cerita pendek

Karena,
(Misalnya: Karena, sekmen retell mempermudah saya dalam mengingat kembali materi yang telah dipelajari)

Karena sekarang membaca cerita selain menghibur dan juga menambah jumlah kosakata

6. Menurut saya aspek yang paling berguna dalam mata kuliah SIBI bagi proses belajar saya adalah aspek......
(Misalnya: Menurut saya aspek yang sangat berguna dalam mata kuliah SIBI adalah aspek speaking)

- speaking

Karena,
(Misalnya: Karena, dengan aspek speaking yang saya dapatkan dalam mata kuliah SIBI, kemampuan speaking saya meningkat)

karena dalam kelas SIBI proses saya mengelah kata hidup ditutur dalam sps sehingga dapat meubantu terpercayaan diri.

7. Motivasi saya dalam mengikuti mata kuliah SIBI adalah.....
(Misalnya: Motivasi saya dalam mengikuti mata kuliah SIBI adalah agar dapat meningkatkan (misu saya tentang Bahasa Inggris, sehingga saya bisa menjadi calon guru yang berkualitas)

menanfaatkan waktu yang ada untuk meningkatkan pengetahuan saya dalam bahasa inggris.
C. Bacalah bacaan berikut ini, kemudian jawablah pertanyaan-pertanyaan dibawahnya!

Genghis Khan
The Perfect Warrior

Genghis Khan was born in a tent on the banks of the Onon River in 1162. His father, Yesukai, was a minor chief with a few tribes under him. When Genghis Khan was born, his father was fighting against the chief called Temuchin, near his district. Yesukai won and returned home to see his new born baby son. He named him Temuchin after the enemy who had fought him bravely.

When Temuchin was only thirteen, his father was poisoned. His mother took over control of the tribes. Few of the chiefs, remained with her, but many refused. She was a brave woman and led the tribes wisely.

As he grew older, Temuchin took over control from his mother. One by one the tribes that had broken away were brought under him. By 1206, all the Mongol tribes were under Temuchin, who was then nearly forty four years old. He was elected Grand Khan. He took this title of Genghis Khan which in Chinese means The Perfect Warrior.

*Adapted from Improving Reading Skill in English Workbook Two, pg.93*
1. What was the name of the ruler who united the Mongol tribes?
   a. Temuchin
   b. Genghis Khan
   c. Yesukai
   d. Onon

2. When this Grand Khan was only thirteen?
   a. He was poisoned
   b. His mother died
   c. His father died
   d. He died

3. Yesukai named his son Temuchin, because
   a. His mother loved his son
   b. His enemy poisoned him
   c. His enemy fought bravely against him
   d. He hated his son

4. Genghis Khan means
   a. A person who liked wars
   b. The Great Warrior
   c. The Perfect Warrior
   d. A person who liked his mother

5. By 1206
   a. All the Mongol tribes were fighting
   b. All the Mongol tribes were under Yesukai
   c. All the Mongol tribes were under Genghis Khan
   d. All the Mongol tribes were destroyed

Terimakasih atas kesediaan Anda dalam mengisi kuisioner ini, semoga Allah memperlancar segala urusan Anda, amin.
1. Menurut saya, SIBI (Studi Intensif Bahasa Inggris) adalah ..........
   (Misalnya: Menurut saya, SIBI merupakan mata kuliah dasar bagi semua mahasiswa IAIN Selangor, dalam pendalaman materi mengenai dasar-dasar Bahasa Inggris)

   **Menurut saya, SIBI merupakan mata kuliah yang random dalam materi pembelajarannya.**

2. Sebelum mengikuti mata kuliah SIBI, saya mengira SIBI adalah mata kuliah yang membahas tentang........
   (Misalnya: Pada awalnya, saya mengira bahwa SIBI adalah mata kuliah yang membahas tentang sejarah Bahasa Inggris)

   **Pada awalnya, saya mengira bahwa SIBI adalah mata kuliah yang membahas tentang dasar-dasar bahasa Inggris.**

3. Setelah mengikuti mata kuliah SIBI selama 2 semester, saya menjadi tahu bahwa SIBI adalah mata kuliah yang membahas tentang........
   (Misalnya: Setelah saya mengikuti mata kuliah SIBI selama 2 semester, saya menjadi tahu bahwa mata kuliah SIBI adalah mata kuliah yang membahas tentang gramatik dalam Bahasa Inggris)

   **Setelah saya mengikuti mata kuliah SIBI selama 2 semester, saya menjadi tahu bahwa mata kuliah SIBI adalah mata kuliah yang membahas tentang cara aspek dan Bahasa Inggris.**

4. Materi - materi yang saya dapatkan selama mengikuti mata kuliah SIBI diantaranya adalah........
   (Misalnya: Materi-materi yang saya dapatkan selama mengikuti mata kuliah SIBI diantaranya: grammar, reading comprehension; writing a short story; berbicara di depan kelas, game)

   **Materi - materi yang saya dapatkan selama mengikuti mata kuliah SIBI diantaranya: reading, speaking, retelling, game.**
B. Berilah tanda “centang” ( V ) pada salah satu jawaban yang sesuai dengan pendapat anda!

1. Mata kuliah SIBI berkontribusi dalam peningkatan pengetahuan saya tentang bahasa Inggris.
   - ✔ YA
   - ☐ TIDAK

2. Mata kuliah SIBI harus diikuti oleh mahasiswa PBI.
   - ☐ YA
   - ✔ TIDAK

   Karena,
   
   "Agar semua guru dan saya bisa belajar bahasa Inggris.

3. Mata kuliah SIBI harus diikuti oleh mahasiswa di semua jurusan.
   - ☐ YA
   - ✔ TIDAK

   Karena,
   
   "Agar semua guru dan saya bisa bahasa Inggris.

4. Disetiap pertemuan dalam mata kuliah SIBI, saya selalu mendapatkan materi reading.
   - ✔ YA
   - ☐ TIDAK

5. Materi reading yang diberikan, selalu bersumber dari buku paket "Improving Reading Skill in English".
   - ☐ YA
   - ✔ TIDAK

6. Setelah mendapatkan materi reading, saya selalu mendapatkan latihan soal yang berhubungan dengan teks yang sudah dibaca.
   - ✔ YA
   - ☐ TIDAK
Catatan: untuk melengkapi pernyataan no 7 dan 8, harap membaca keterangan dibawah berikut ini.

✓ Literal level : memahami makna dari kalimat sesuai dengan apa yang tertulis.
✓ Inferential level : dapat mengambil makna yang tersirat dari sebuah kalimat/teks.
✓ Evaluative level : dapat memberikan tanggapan, kritik maupun saran atas makna dari kalimat/teks yang dibaca.

7. Sebelum mengikuti mata kuliah SIBI, kemampuan reading saya berada pada level....
   ☑ Literal level
   ☐ Inferential level
   ☐ Evaluative level

8. Setelah mengikuti mata kuliah SIBI, kemampuan reading saya berada pada level....
   ☐ Literal level
   ☑ Inferential level
   ☐ Evaluative level

C. Bacalah bacaan berikut ini, kemudian jawablah pertanyaan-pertanyaan dibawahnya!

Genghis Khan
The Perfect Warrior

Genghis Khan was born in a tent on the banks of the Onon River in 1162. His father, Yesukai, was a minor chief with a few tribes under him. When Genghis Khan was born, his father was fighting against the chief called Temuchin, near his district. Yesukai won and returned home to see his new born baby son. He named him Temuchin after the enemy who had fought him bravely.

When Temuchin was only thirteen, his father was poisoned. His mother took over control of the tribes. Few of the chiefs, remained with her, but many refused. She was a brave woman and led the tribes wisely.

As he grew older, Temuchin took over control from his mother.
One by one the tribes that had broken away were brought under him. By 1206, all the Mongol tribes were under Temuchin, who was then nearly forty four years old. He was elected Grand Khan. He took this title of Genghis Khan which in Chinese means The Perfect Warrior.

Adapted from Improving Reading Skill in English Workbook Two, pg.93
Pilihlah satu jawaban yang paling benar!

1. What was the name of the ruler who united the Mongol tribes?
   a. Temuchin
   b. Genghis Khan
   x. Yesukai
   d. Onon

2. When this Grand Khan was only thirteen?
   x. He was poisoned
   b. His mother died
   c. His father died
   d. He died

3. Yesukai named his son Temuchin, because ..................
   a. His mother loved his son
   b. His enemy poisoned him
   x. His enemy fought bravely against him
   d. He hated his son

4. Genghis Khan means ............
   a. A person who liked wars
   b. The Great Warrior
   x. The Perfect Warrior
   d. A person who liked his mother

5. By 1206, ....................
   a. All the Mongol tribes were fighting
   b. All the Mongol tribes were under Yesukai
   x. All the Mongol tribes were under Genghis Khan
   d. All the Mongol tribes were destroyed

-Terimakasih atas kesediaan Anda dalam mengisi kuisiner ini, semoga Allah memperlancar segala urusan Anda, amin-
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Fakultas/Jurusan : FTIK/TBI  
NIM : 113-12-116  
PA : Benny Ridwan, M.Hum.
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<td>9</td>
<td>Koperasi Mahasiswa (KOPMA) IAIN Salatiga: Seminar Nasional “Peranan Technopreneur dalam Mendukung Program Pemerintah Melalui Ekonomi Kreatif”</td>
<td>15 April 2015</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>LDK IAIN Salatiga: Seminar Daurah Mar’atus Sholiyah (DMS) “Aktualisasi Dakwah dalam Membentuk Generasi”</td>
<td>04 Mei 2015</td>
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<tr>
<td>No</td>
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<td>11</td>
<td>IALF Education for Development: A Two-hour Teacher Training Workshop focusing on “Learning Strategies in Using Authentic Materials for SMP and SMA Students”</td>
<td>27 Mei 2015</td>
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<td>12</td>
<td>Communicative English Club (CEC) IAIN Salatiga: National Seminar “Understanding the World by Understanding the Language and the Culture”</td>
<td>04 Juni 2015</td>
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<td>13</td>
<td>SEMA dan SMC IAIN Salatiga: Ngabuburit dan Dialog Lintas Agama Salatiga Bhineka Tunggal Ika</td>
<td>30 Juni 2015</td>
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<td>14</td>
<td>Seminar Nasional LDK Fathir Ar Rasyid IAIN Salatiga “Muslimah Sejati Bertabur Inspirasi”</td>
<td>29 November 2015</td>
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<td>15</td>
<td>Seni Music Club (SMC) IAIN Salatiga: Seminar Nasional “Musik, Islam, dan Nusantara”</td>
<td>05 Desember 2015</td>
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<td>16</td>
<td>LPM Dinamika IAIN Salatiga: Seminar Nasional “Geliat Masyarakat Urban”</td>
<td>25 Maret 2016</td>
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<td>17</td>
<td>Koperasi Mahasiswa IAIN Salatiga</td>
<td>Seminar Nasional “Memperkuat Peran Pemuda dalam Meningkatkan Ekonomi Nasional Melalui Kewirausahaan”</td>
<td>26 April 2016</td>
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<td>18</td>
<td>Dewan Mahasiswa IAIN Salatiga</td>
<td>Seminar Nasional “Penguatan Wawasan Kebangsaan dan Nasionalisme”</td>
<td>28 April 2016</td>
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<td>19</td>
<td>JQH AL Furqon dan Dewan Mahasiswa IAIN Salatiga</td>
<td>Nusantara Mengaji 300.000 Khataman Al-Qur’an “Serentak se-Indonesia untuk Keselamatan dan Kesejahteraan Bangsa”</td>
<td>08 Mei 2016</td>
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<td>20</td>
<td>MENWA Yon 953-K IAIN Salatiga</td>
<td>Seminar Nasional “Nasionalisme sebagai Benteng dalam Mnenghadapi Proxy War di Indonesia”</td>
<td>18 Mei 2016</td>
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<td>21</td>
<td>HMJ IAT IAIN Salatiga</td>
<td>Seminar Nasional “Metodologi Penafsiran Kontemporer; Al-Qur’an dalam Problematika Kemanusiaan”</td>
<td>23 Mei 2016</td>
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<td>22</td>
<td>Seminar Nasional PIK SAHAJASA “LGBT dalam Perspektif Psikologi dan Kesehatan”</td>
<td>26 Mei 2016</td>
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<td>23</td>
<td>Communicative English Club IAIN Salatiga: National Seminar “Te Use of English as a Medium of Islamic Preaching”</td>
<td>28 Mei 2016</td>
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<td>24</td>
<td>Seminar Nasional ITTAQO “Menciptakan Peluang Ekonomi Kreatif Berbasis Bahasa Arab Melalui Implementasi Edupreneurship”</td>
<td>30 Mei 2016</td>
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<td>25</td>
<td>HMJ PGMI IAIN Salatiga: Seminar “Indonesia Budayaku Indonesia Warisanku (Salatiga Kota Pusaka)”</td>
<td>02 Juni 2016</td>
<td>Peserta</td>
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<td>27</td>
<td>Yayasan Wakaf Literasi Islam Indonesia: Ngaji Akbar Jurnalistik dan Seminar Nasional Literasi Islam</td>
<td>06, 10 dan 26 Juni 2016</td>
<td>Peserta</td>
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<td>“Membangun Budaya Literasi Islam di Era Informasi Digital”</td>
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</table>

Salatiga, 9 September 2016

Mengetahui,

Wakil Dekan Bidang

Kemahasiswaan dan Kerjasama

Ketua

NIP: 19700510 199803 1 003